DOCUMENT RESUME

ED 265 534 CS 209 398

TITLE	A Commitment to Literacy. Report of the Greater Cleveland Communication Skills Study Group.
INSTITUTION	Greater Cleveland Communications Skills Study Group, OH.
PUB DATE	Apr 85
NOTE	26p.
AVAILABLE FROM	Greater Cleveland Literacy Coalition, Brownell Hall, Floor 2, 1320 Sumner Ct., Cleveland, OH 44115 ($1.50; $1.00, 5 or more).
PUB TYPE	Guides - Non-Classroom Use (055) -- Viewpoints (120)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Basic Skills; Illiteracy; *Literacy; *Literacy Education; Program Development; Reading Skills; *Urban Programs; Writing Skills
IDENTIFIERS	*Ohio (Cleveland)

ABSTRACT

The literacy problem in the Cleveland area and recommendations for dealing with it are presented in this booklet. Beginning with a definition of literacy and a discussion of the human costs and economic consequences of illiteracy, the booklet advocates reducing adult illiteracy, eliminating basic skills deficits, and improving communications skills among the workforce. Recommendations include: (1) forming a coalition to increase pubic awareness, develop programs, and set standards; (2) developing a Greater Cleveland compact recording the agreement that businesses will provide job opportunities for high school students; (3) developing a literacy agenda on state competency standards; (4) developing trained paid and volunteer tutors; (5) expanding existing literacy services; (6) attending to the social service needs of youth and adults receiving literacy training; (7) reallocating existing resources and developing new sources of support from the private sector; and (8) making suggestions involving the support of literacy to elected officials, business and social organizations, and schools and individuals. Sources for combatting illiteracy--including programs, organizations, and published materials--are included in the appendixes. (EL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED265534

A Commitment to Literacy

CS209 398

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Phyllis L. Osol

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Report of the Greater Cleveland Communications Skills Study Group

A Commitment to Literacy

With basic communications requirements for work and education rising and basic literacy skills in decline, tens of thousands of Greater Clevelanders and our community's future are clearly at risk. Therefore, during early 1984, we were asked by the Greater Cleveland Roundtable and local corporate and family foundations to chair the Communications Skills Study Group. Our group of community leaders was charged with studying the problem of illiteracy in Greater Cleveland and making specific recommendations for action. Dr. Nolen M. Ellison, President of Cuyahoga Community College, lent impetus to the project by recognizing community concern and offering staff, space and other resources to the Study Group.

We have evaluated the problem and are convinced of its severity. Our year-long exploration of standards, of program options, and of the resources of Greater Cleveland was fruitful. The Communications Skills Study Group, a committee of thirty-seven business executives, lawyers and judges, educators, health and human service professionals, labor leaders, and religious leaders, can now present strong recommendations to the community.

We began and ended our work with a commitment to literacy. The ability of the people of Greater Cleveland to use language with power is the key to personal and community health and growth. Standards and expectations for language competence have increased in our community as in society as a whole. We must keep pace with both economic and educational changes by providing comprehensive literacy services and by reducing barriers to participation in literacy development.

The Communications Skills Study Group visited over fifty literacy programs and spoke with hundreds of professionals in adult education, literacy training, and human resource development. We compared the programs and methods we discovered to what we understand to be the strengths of our community in meeting an enormous challenge. We familiarized ourselves with research, theory, and practice in the area of literacy. We read the reports of other task forces and commissions concerned with learning, skills for the workforce, and educational reform.

We end our work with a clear commitment to action. We ask you to share both responsibility for action and a commitment to the achievement of the positive changes called for in our recommendations. On behalf of our fellow Study Group members, we ask you to join us in a commitment to literacy.

Ann McManamon

The Honorable Ann McManamon
Ohio Court of Appeals
Chair

Frederick Holliday

Dr. Frederick D. Holliday, Superintendent
Cleveland Public Schools, 1982-1985
Co-Chair

Frederick B. Unger

Mr. Frederick Unger, Director Community Affairs
Eaton Corporation
Co-Chair

THE COMMUNICATIONS SKILLS STUDY GROUP

CHAIR

The Honorable Ann McManamon
Ohio Court of Appeals

CO-CHAIRS

Dr. Frederick D. Holliday*
Superintendent, 1982-85
Cleveland Public Schools

Dr. Rondle Edwards*
Superintendent
Portsmouth City Schools, Portsmouth, Virginia
(Former Superintendent of East Cleveland City Schools)

Mr. Frederick B. Unger
Director, Community Affairs
Eaton Corporation

MEMBERS

Mr. William Avery
Regional Administrator
Ohio Department of Youth Services

Mr. Gilbert Barley
Communications Director
Automotive Worldwide Sector
TRW, Inc.

Dr. Richard Boyd
State Superintendent of Education
Mississippi State Department of Education
(Former Superintendent of
Lakewood Public Schools)

Dr. Glenn Brown
Senior Vice President
of Technology and Planning
The Standard Oil Company (Ohio)

The Honorable John F. Corrigan
Cuyahoga County Court of Common Pleas
Juvenile Court Division

Ms. Helen Horwitz Danzinger
Speech-Language Pathologist
South Euclid-Lyndhurst Public Schools

Mr. Henry Doll**
Associate Director
The George Gund Foundation

Ms. Marjorie Hall-Ellis
Director
Cuyahoga County Welfare Department

Mr. William Eyman
Associate Director
United Labor Agency

Mr. Joseph Garcia
Associate Director
Greater Cleveland Neighborhoods
Association

Dr. Reginald Green
Assistant Superintendent for Curriculum
Cleveland Public Schools

Mr. James Griswold
Partner
Baker & Hostetler

Ms. Sondra Hardis**
Program Associate
The Standard Oil Company (Ohio)

Mr. William R. Heideloff
President, Chief Operating Officer
and Director
The Broadview Savings and Loan Company

Mr. David Hessler
President
Cleveland Lutheran High School Association
Partner, Wegman, Hessler, & Vanderberg

Dr. James B. Hyman**
President
Private Industry Council
of Cleveland and Cuyahoga County

The Honorable Stephanie Tubbs Jones
Cuyahoga County Court of Common Pleas

Mr. Eugene Kolach
President
Cleveland Teachers Union

*Dr. Holliday, who replaced Dr. Rondle Edwards as co-chair in June of 1984, died shortly before the release of this report.

**Mr. Doll, Ms. Hardis, and Dr. Hyman served as ex-officio members.

Mr. John F. Lewis
Partner
Squire Sanders & Dempsey

Dr. Virginia Lindseth
Director of Studies and
Assistant Director of Lower School
University School

The Most Reverend James Lyke, O.F.M.
Auxiliary Bishop
Diocese of Cleveland

Ms. Dorothy Merchant
Associate Professor of English
Cuyahoga Community College

Dr. David Mitchell
Vice President, Educational Planning
Cuyahoga Community College

Mr. Michael Murphy
Executive Director
United Labor Agency

Ms. Nancy Oakley
Director
Project: LEARN

Mr. Peter Osenar
Vice President of Human Resources
AmeriTrust Company

Mrs. LaJean Ray
Program Director
Harvard Community Service Center

Mr. Leo Reichard
Vice President, Marketing
Ohio Bell Telephone Company

Mr. William J. Reidy
Partner
Coopers and Lybrand

Ms. Jane Schierloh
Program Director, Merrick Institute
Merrick House Settlement

Dr. T. Douglas Stenberg
Headmaster
Hawken School

Mr. Wesley Toles
Vice Chairman
First Bank National Association

Sister Christine Vladimiroff, O.S.B.
Secretary for Education
Diocese of Cleveland

FUNDERS

The work of the Communications Skills Study Group was made possible by the generous contributions of these institutions committed to literacy:

The Cleveland Foundation
The Ohio Board of Regents
Cuyahoga Community College
The Standard Oil Company (Ohio)
The Eaton Corporation
The Treuhaft Foundation
The George Gund Foundation
The White Charitable Trust

STAFF

Cuyahoga Community College provided the following staff for the Study Group:

Dr. William L. Burges
Vice President for Development

Ms. Ann Korenchan
Staff Assistant

Dr. Lily A. Kliot
Director of Program Development

Ms. Dorothy J. Shimelonis
Administrative Assistant

Literacy: *What is it?*

Literacy includes the basic skills required for survival in today's world: the ability to improve one's understanding and continue learning; to identify public services and focus on career opportunities; to participate in the community and vote intelligently; and to care for one's children and make informed decisions.

National standards of literacy have changed. Conventional wisdom which held that five years of schooling was adequate to achieve "functional literacy" is no longer accepted. Ninth grade competence, defined in *Basic Skills for the U.S. Workforce* by the Center for Public Resources, is the minimum standard that we can accept. This forms the basis of the essential skills for communications competence or literacy that this Study Group agrees on, including the abilities to:

Read

- Identify and understand main and supporting ideas in written work, and summarize them in one's own words.
- Identify a writer's purpose and point of view, and use them to understand the writer's meaning.
- Use features of printed materials such as a table of contents, titles and subtitles, index, and glossary to enhance understanding.
- Define unfamiliar words from the context, from related words, or by using a dictionary.

Write

- Write sentences in Standard English.
- Organize, select, and relate ideas, and develop them into coherent paragraphs.
- Improve one's writing by reorganizing, correcting errors, and rewriting.
- Gather information from written sources and write a report using this information.

Speak and Listen

- Discuss ideas critically and constructively.
- Answer and ask questions clearly and concisely, and follow spoken instructions.
- Identify the main and supporting ideas in a discussion and report accurately what others have said.
- Conceive, develop, and organize ideas for the purpose of speaking to a group, and present them clearly in Standard English.

Reason

- Define problems, and propose and evaluate solutions.
- Draw conclusions from written or spoken information, and defend one's conclusions rationally.
- Distinguish between fact and opinion.
- Reason logically, and identify faulty logic.

These skills must be the target that we set for basic literacy achievement.

A Commitment to Literacy

Literacy is the fundamental skill essential to learning and individual accomplishment, and is the keystone of social civility and growth in a complex modern democracy. Our community's aspiration to continue as a center of industry and commerce demands a highly skilled populace. If we are to define our future and not leave it to chance or to the vagaries of national events and international economic change, then we must address severe basic skills problems among youth and adults.

The members of this Study Group recommend to the people of this community that we take focused action to revitalize our economy, encourage investment in Greater Cleveland, reduce unemployment, increase our productivity, and improve the quality of life for all in a better Cleveland.

However, if we are to accomplish any of these goals, much less all of them, the essential first step is to ensure that our people are literate. We need a literate Cleveland in which skills in reading, writing, speaking, listening, and reasoning are the hallmark of our citizens.

Yet in the face of this imperative, Cuyahoga County carries a terrible burden: like a fifth horseman of the Apocalypse, illiteracy blights the lives of 20 percent of our population.

An Intolerable Burden

Illiteracy is an intolerable burden in Cleveland and Cuyahoga County. Based on our analyses, we estimate that nearly 200,000 adult citizens of the county's 1,110,098 people 18 years of age or older are, for all practical purposes, illiterate. They lack the skills needed for economic and educational advancement. The dimensions of the problem are illustrated by the following:

- U.S. Census data reveal that 49 percent of the adults in the city of Cleveland have not completed high school, compared to 38 percent of American adults. More than 130,000 adults in Cuyahoga County have completed less than nine years of schooling.
- Many more who completed school never attained the skill levels required to participate in training for today's jobs according to nationwide data from the National Assessment of Educational Progress and interviews with local employers and training specialists.
- The Cleveland Public Schools' student dropout rate is double the national average. According to the schools' own data, nearly half the students who begin grade 9 do not finish high school. Low basic literacy achievement is a prime cause of the problem. The number of school dropouts and unskilled graduates in Cuyahoga County increases by over five thousand each year.
- Absenteeism in Cleveland schools runs to one-sixth of those enrolled.
- Over 26 percent of Cuyahoga County high school graduates and 51 percent of Cleveland graduates who enter state-supported colleges and universities sit in remedial English classes, compared to 15 percent requiring remediation from the rest of the state.

Tragic Human Costs

As alarming as these data are, our concern extends beyond statistics and their interpretation to include the grim human consequences of illiteracy. It is not simply that illiterates are unable to realize their full potential. Most of them are unable to define it, much less realize it, and are rarely able to contribute fully to the economic or civic improvement of Greater Cleveland.

Of more fundamental human concern is that illiteracy means many adults are unable to read to their children; to read the scriptures of their faith; to read instructions for medications, household products, or job applications; to comprehend local, national, and international events through the newspaper; to advance in their jobs if they are fortunate enough to be employed; or even to hold their heads high because revealing illiteracy often causes shame or embarrassment.

Economic Consequences

Equally grim are the social costs and inefficiencies of illiteracy in the Cuyahoga County economy. These costs have been estimated to be as high as $225 billion nationally each year (an amount nearly equal to the federal budget deficit). We estimate that illiteracy costs Cuyahoga County about $2 billion annually in lost productivity, welfare payments, delinquency and more serious crimes, unrealized tax revenues, and remedial training programs.

But these estimates only begin to capture the economic dimension of illiteracy. It is best understood as an enormous burden borne by our community as it increases its efforts to revitalize its neighborhoods and develop new prosperity grounded in a more diversified economy. Our human resources, always a source of civic pride in industrial Cleveland, are in danger of becoming a liability. Without better literacy skills we will be unable to compete in an economy based increasingly on information, service, and advanced manufacturing enterprises with rivals from the Sun Belt, other metropolitan areas, and abroad.

As long as a substantial part of our population lacks the most rudimentary tool of learning, it is likely that unemployment and social service costs will remain high. And the region's economy will remain in decline. Why? Because our workforce is not ready to meet the growing demands of the workplace at a time when we already are unable to justify this region's relatively high labor costs --- about 18 percent higher than the national average. Employees incapable of growth and learning cannot possibly cope with the changes in work that will occur in their lifetimes.

Corporate leaders consistently tell us that pre-employment interviews and tests usually screen out "primary illiteracy" in new employees. But elementary literacy is not enough in today's climate. Corporations are eager to train and retrain workers and to add to their value by expanding their job skills. Demonstrating the ability to read and write, therefore, is barely enough to get the entry-level employee into a job in a business willing to provide additional training. Unless new employees can demonstrate other desirable traits, including a mastery of basic mathematics and eagerness to produce, they run the risk of not being hired or of early termination.

Also, the economy suffers productivity losses when employees do not have basic skills. For example, in one company a worker wasted $700 worth of sheet steel in a single morning because he could not use a ruler. In another, 70 percent of outgoing correspondence must be retyped because of spelling and punctuation errors. And a naval recruit caused $250,000 worth of damage because he could not read a repair manual.

According to a recent study, 75% of the Fortune 500 companies offer remedial training to employees. American businesses are spending $40 billion a year to fill the gaps left by inadequate schools and colleges.

Education is the business of the schools, and a focal point for the entire community. The Cleveland community must stop the production of more unskilled people, a group being produced far faster than we can correct the problem. As one of the Study Group members observed: "If we don't plug the pipeline, we'll be flooded by illiteracy."

Essential Conclusions

During the Study Group's year-long review of illiteracy, it found five essential messages to which the citizens and leaders of Greater Cleveland must respond:

- As we move from an industrial age to an information age, the inability of many Clevelanders to apply basic language skills is unacceptable.
- For the individual, illiteracy is the one certain way to limit access to education, job training, and employment.
- Some solutions exist, and we can replicate those and invent more. We know how to teach illiterate youth and adults. The challenge is to teach them well, to teach them enough, and to teach enough of them.
- Organized educational programs to combat illiteracy receive inadequate support; they reach 4% of the national population in need and only a tiny fraction of those in need locally.
- Personal and structural barriers to learning are severe. Crisis-oriented time schedules, lack of reliable childcare and transportation, disincentives such as choosing between student aid or financial public assistance, physical and perceptual handicaps, a persistent sense of failure, and cultural roadblocks are major impediments to many of our citizens who need remedial help the most.

What We Must Do

Cleveland must immediately begin to invest in the human capital essential to the continuation of civic pride and economic health.

Our investment goal, the eradication of the scourge of illiteracy throughout the community, requires action on three fronts:

- reducing adult illiteracy;
- eliminating basic skills deficits in high school youth; and
- improving communications skills among the workforce.

Greater Cleveland needs a broad-based coalition of community and civic leaders committed to demanding and rewarding high standards of literacy and dedicated to urging the community to provide a diverse array of services for adults and youth. The community must set its sights high with a goal nothing short of providing literacy services at locations close to all who need them, along with the support systems essential to all those who want to use those services.

Our recommendations constitute a Campaign for Literacy for Greater Cleveland. They are aimed at upgrading our human capital by tapping community leadership, encouraging leadership for literacy, building on our strengths to identify targets of opportunity, removing bureaucratic barriers to education and personal growth, and developing new options for the poorly prepared and served.

We first describe the major elements of the Campaign for Literacy and then recommend specific roles for all who should be concerned about literacy in our community.

Essentials For Action

Coalition For Literacy

The Study Group recommends the formation and incorporation of a Coalition for Literacy, a not-for-profit advocacy group seeking institutional change and public commitment to combat illiteracy in Greater Cleveland.

Members of the Coalition would include political and business leaders, educators currently involved in literacy initiatives, and representatives of libraries, community organizations, religious groups, and labor unions and other citizens willing to assume leadership in addressing literacy issues.

Specific functions of the Coalition should include:

- promoting public awareness of the problem of illiteracy;
- providing evidence and guidance to the community about workable solutions;
- initiating program development efforts and assisting with their implementation;
- setting standards for literacy against which programs should be measured; and
- developing a strategy for setting priorities and implementing recommendations of the Study Group and others which become apparent in the Coalition's works.

The Greater Cleveland Compact

The Study Group recommends the development and implementation of a Greater Cleveland Compact recording the agreement that businesses with entry level positions will provide early opportunity in job seeking for Greater Cleveland high school graduates whose secondary school credentials meet specified standards of improved academic performance and personal behavior agreed to by school officials.

The Greater Cleveland Compact would be a major voluntary program between Cleveland business and schools. We recommend that the principal signers of the Compact be the Cleveland Public Schools and other school systems, the Greater Cleveland Growth Association and its Council of Smaller Enterprises, the United Labor Agency, and the Private Industry Council, modeling its program on the successes of Boston and Cincinnati.

Essential elements of the Compact include the following:

- higher standards and performance assured by the schools;
- early opportunity hiring for entry level jobs for qualified school graduates; and
- in-school job development and counseling programs.

First steps in implementing such a Compact would include a market survey to determine the availability of entry level jobs, implementation of a clear process for establishing standards, and specification of roles for in-school job developers and counselors.

Agenda For Schools and Colleges

The Study Group recommends that the Coalition take the lead in the development of a policy and action agenda for literacy by the schools and colleges of Cuyahoga County building on the competency standards, performance objectives, and instructional expectations of the State of Ohio. We ask for the participation of boards, citizens, educators, and students in setting an agenda for each school and college to expand literacy services for children and adults.

Our schools should not be made the scapegoat of the situation the Study Group has described; nevertheless, without major improvements in school performance we stand little chance of addressing this problem effectively.

Key elements of an effective policy agenda for the schools must include:

- adoption of specific communications standards as a top priority of every board of education in the region and rigorous enforcement of standards for promotion and graduation;
- evaluation to ensure measurement of performance, and regular reports of progress to the community;
- design and implementation of programs to achieve specified standards, to remove barriers to effective teaching, and to provide improved teaching materials, computer assisted instruction, instructional television, and individual attention as needed;
- identification of motivating educational experiences in and out of the classroom to instill the value of learning in students;
- expansion of preservice training and inservice staff development in reading and writing instruction for teachers, administrators, and volunteers;
- development of early childhood education programs that instill the importance of literacy and learning in the very young;
- early prevention of school failure through screening to assure prompt attention to learning disabilities and to avoid costly after-the-fact remediation;
- provision of access to learning tools and classroom space outside regular school hours; and
- expansion of options that offer credit and other incentives to students who tutor in high quality programs.

Tutor Corps

The Study Group recommends the development of a trained cadre of paid and volunteer tutors.

We expect to recruit tutors from professionals, business and government workers, people employed in the home, college and high school students, work-study grantees, and retirees seeking to make specific new contributions to the community.

Tutor Corps members should be trained by established practitioners to meet the needs of both those learning to read and those agencies with existing literacy programs.

Service Expansion

The Study Group recommends major expansion of existing literacy services.

Many individuals and organizations in Greater Cleveland are already struggling to battle illiteracy. They persist with little community recognition and painfully scarce resources. We must improve their chances for success.

Of critical importance are:

- the development of programs and curricula to serve people with elementary reading skills, but not ready for high school work or technical training;
- the delivery of services at a variety of comprehensive literacy centers serving everyone from non-readers to citizens preparing for the high school equivalency test;
- the expansion of learning sites located near those in need, in neighborhood centers, shopping malls, churches and synagogues, libraries, schools, police and fire stations, and on the job;
- the enhancement of programs and options for the traditionally underserved, including young males and non-native English speakers; and
- the development of opportunities for parents and children to learn together.

Coordinated Social Services

The Study Group recommends priority attention to a variety of social service needs of youth and adults receiving literacy training.

Expanding literacy services is of limited value if those in need are unable to take advantage of them. Sustained attention must be directed to removing the personal and social barriers that block people from using these services.

A program to dismantle these barriers should include:

- combinations of literacy services, public assistance programs, and social services whenever appropriate;
- examination of methods to avoid reductions or discontinuation of food stamps and general relief during periods of grant or training income in literacy programs; and
- accessible child care, transportation, and employment counseling for literacy students.

Targeting Resources

The Study Group recommends that the funds required to resolve these problems be secured by reallocating existing resources and developing new sources of support from the private sector.

Reducing illiteracy is expensive. In the long run, tolerating it costs far more. The Study Group urges the entire community to focus its will and wit to marshalling the resources needed for this great effort.

We should:

- fully utilize existing classroom space and make use of underutilized public and private buildings;
- maximize use of volunteers, donated equipment and computers, and other instructional technology;
- expand corporate and philanthropic giving for literacy development;
- modify public assistance and financial aid regulations that penalize or discourage literacy training;
- attract Federal funds including Community Development Block Grant monies, Student Financial Aid, Job Training Partnership Act funds, and new categorical sources for the literacy effort; and
- target assistance from the Ohio Board of Regents, the State Department of Education, the Department of Human Services, the Ohio Bureau of Employment Services, the Department of Youth Services, other Ohio Departments, and local institutional sources including county welfare, juvenile justice, and school and college funds.

These recommendations are the core of the Campaign for Literacy proposed by the Communications Skills Study Group. The simple statement of these objectives is only the beginning. Success requires that all elements of the Cleveland community understand and participate in the effort to combat illiteracy.

Each of Us Must Play A Part

The Greater Cleveland Communications Skills Study Group believes our community's continuation as a great center of commerce and culture demands a highly skilled populace. To ensure that our people are literate—that reading, writing, speaking, listening, and reasoning skills are widely attained—each of us bears some of the burden. Each of us must play a part:

- **Governor Celeste**: Designate illiteracy as a strategic problem to be addressed by the State of Ohio. Recognize, support, and target resources for Greater Cleveland as a model of commitment to literacy, and begin a Statewide Campaign for Literacy.

- **Mayor Voinovich, the Board of Cuyahoga County Commissioners, Cleveland City Council and other Elected Officials:** Convene the Coalition for Literacy called for by this Study Group. Lend the full weight and authority of your offices to support literacy efforts, by encouraging employees to enlist in the Tutor Corps and developing human service and training programs that confront illiteracy among the unemployed and public assistance recipients. Target resources and create incentives for literacy development among youth, unemployed citizens, public assistance recipients and adults lacking minimum basic education as well as other high need groups.

- **Business, Government and Philanthropies:** Support the Greater Cleveland Compact called for in this report by challenging state and local education officials to make a new investment in literacy. Provide volunteer leadership and financial support in the development of a Coalition for Literacy. Encourage employees to join the Tutor Corps and contribute to literacy development. Help obtain space, equipment, and publicity for literacy programs. Take steps for your own employees to ensure their literacy and productivity.

- **Schools, Colleges, and Universities:** Make youth and adult literacy a top priority and intensify efforts to increase language skills. Support tutoring activities by assigning staff, experts, volunteers and classroom space to community programs. Encourage students and graduates to tutor. Join the Greater Cleveland Compact called for in this report.

- **News Media:** Take leadership in making the community aware of the problem of illiteracy and the potential of existing and new solutions, and help recruit volunteers for the Tutor Corps.

- **Human Service and Religious Organizations, Libraries, and Voluntary Groups:** Adopt adult literacy as a major priority. Open your doors and your networks of concerned citizens to the Tutor Corps and literacy programs.

- **Parents, Students, and Citizens:** Shoulder your obligation to see to it that you and your family are prepared to master challenges and take advantage of opportunities. Come forward with a personal declaration and lasting commitment to your own literacy. Join the Tutor Corps.

The Greater Cleveland Communications Skills Study Group is not the first, and may not be the last, to point with grave concern to problems of illiteracy in Cleveland. However, it is the first to insist, as a first principle and not simply an afterthought, that the continuation of widespread illiteracy in Cleveland puts the economic future of the City at increased risk.

Clevelanders created a city in what was once a wilderness; we built it into one of the great industrial centers of the country; we have weathered depressions and the economic changes forced on the Midwest by changing international markets. Our civic and cultural leaders have worked to improve and expand education, to channel major resources toward correction of community problems which threatened the city's economic health and well-being.

This history gives us every confidence that the leadership exists to rid Cleveland of the scourge of illiteracy. We ask the Cleveland community to join us in this effort and pledge its resources to literacy in Greater Cleveland.

Now is the time for action. With history as its guide, the Study Group is confident that we can succeed.

Appendix A
SOURCES: PROGRAMS AND ORGANIZATIONS

The Communications Skills Study Group was assisted in constructing its picture of illiteracy and of the steps being taken to combat it through site visits and correspondence with the following programs and organizations:

Adult Basic Education Program, Office of Adult and Continuing Education, Cleveland Public Schools, Cleveland, Ohio

Adult Education Tutorial Program, Denver, Colorado

Adult Literacy and Basic Skills Unit, Department of Education and Science, London, England

Adult Literacy Initiative, U. S. Department of Education, Washington, D. C.

Adult Performance Level Project, University of Texas at Austin, Austin, Texas

American Reading Council, LTD, New York, New York

Boston Adult Literacy Initiative, Neighborhood Development & Employment Agency, Boston, Massachusetts

Boston Compact, Boston School Committee, Boston, Massachusetts

Brooklyn High School, Reading Center, Brooklyn, Ohio

Brooklyn Memorial Community Youth Center, Cleveland, Ohio

Business Council for Effective Literacy, New York, New York

California Adult Student Assessment System, San Diego, California

California Literacy Campaign, California State Library, Sacramento, California

California Roundtable, San Francisco, California

California State Department of Education, Office of Adult, Alternative & Continuation Education Services, Sacramento, California

Center for Literacy, Inc., Philadelphia, Pennsylvania

Center for Social Policy and Community Development, Temple University, Philadelphia, Pennsylvania

Coalition of Adult Education Providers, Brooklyn, New York

Community College of Philadelphia, Learning Lab, Philadelphia, Pennsylvania

Comprehensive Tutoring Center, Inc., Shaker Heights, Ohio

Contact Literacy Center, Lincoln, Nebraska

Control Data Corporation, Independence, Ohio

Council for the Advancement of Experiential Learning, Columbia, Maryland

Cuyahoga Valley ABE/GED Program, Brecksville, Ohio

Designs for Change, Chicago, Illinois

Detroit Board of Education, Department of Adult Education, Detroit, Michigan

District of Columbia Public Schools, Volunteer Services and Training Branch, Washington, D. C.

East Cleveland City Schools, Language Laboratory, Cleveland, Ohio

Education Commission of the States, Denver, Colorado

Grammar Hotline, Tidewater Community College, Virginia Beach, Virginia

Harvard Community Service Center, Cleveland, Ohio

Lakewood City Schools, Lakewood, Ohio

Laubach Literacy International, Syracuse, New York

Literacy 85, St. Paul, Minnesota

Literacy Volunteers of America, Inc., Syracuse, New York

Literacy Volunteers of Chicago, Inc., Chicago, Illinois

Loretta Heights College, Denver, Colorado

Los Angeles Public Library System, Los Angeles, California

Lutheran Settlement House Women's Program, Philadelphia, Pennsylvania

Mayor's Commission on Literacy in Philadelphia, Philadelphia, Pennsylvania

Merrick Settlement House, Cleveland, Ohio

National Adult Literacy Project, U. S. Department of Education, Washington, D. C.

National Adult Literacy Project, Far West Laboratory for Research & Development, San Francisco, California

National Commission on Excellence in Education, Washington, D. C.

National Learning Center, Learning Opportunities Center (Options), Washington, D. C.

National School Volunteer Program, Alexandria, Virginia

Nationalities Service Center, Philadelphia, Pennsylvania

North Adult Education Center, Columbus, Ohio

North Olmsted Schools, ABE Program, North Olmsted, Ohio

Operation LIFT, Literacy Instruction for Texas, Dallas, Texas

Operation Mainstream, New Orleans, Louisiana

Project LEARN, Cleveland, Ohio

Project ABLE, Central Piedmont Community College, Charlotte, North Carolina

Project THINK, Cleveland Public Schools, Cleveland, Ohio

Reading Naturally, Nutley, New Jersey

Reading is Fundamental, Inc., Smithsonian Institution, Washington, D. C.

Remediation and Training Institute, Alexandria, Virginia

San Francisco Literacy Coalition, San Francisco Public Library, San Francisco, California

Southern Coalition for Educational Equity, Jackson, Mississippi

St. Louis Community College at Forest Park, Network of Adult Basic Education, St. Louis, Missouri

Technical Education Center, Community College of Denver, Denver, Colorado

Tennessee State Office of Career/Community Education and School Volunteer Services, Nashville, Tennessee

Townsend Reading and Learning Centers, Chagrin Falls, Ohio

U.S. Army Research Institute, Washington, D.C.

U.S. Naval Training Command, San Diego, California

Appendix B
SOURCES: PUBLISHED MATERIALS

Adler, Mortimer Jerome. The Paideia Proposal. New York: Macmillan Publishing Co., 1982.

Adult Illiteracy in Canada: A Challenge. Occasional Paper 42. Ottawa: Canadian Commission for UNESCO, 1983.

Association for Community Based Education. Adult Literacy: Study of Community Based Literacy Programs. Washington, D. C., 1983.

Boyer, Ernest L. High School: A Report on Secondary Education in America. New York: Harper & Row, 1983.

Bush, Barbara. "Why We Can't Afford Illiteracy and What We Can Do About It," Foundation News, January/February, 1983.

Business-Higher Education Forum. America's Competitive Challenge: The Need for a National Response. Washington, D. C., 1983.

Center for Public Resources. Basic Skills in the U. S. Workforce: The Contrasting Perceptions of Business, Labor, and Public Education. New York, 1982.

Choate, Pat. Retooling the American Work Force: Toward a National Training Strategy. Washington, D. C.: Northeast-Midwest Institute, 1982.

College Entrance Examination Board. Academic Preparation for College: What Students Need to Know and Be Able to Do. New York, 1983.

Fingeret, Arlene. Through the Looking Glass: Literacy as Perceived by Illiterate Adults. A report presented at the Annual Meeting of the American Educational Research Association, New York, March 19-23, 1982. Washington, D. C.: ERIC Document Reproduction Service, 1982.

Flynn, Joseph M. and Carla Edlefson, Student Outcomes of Vocational Education: A Cleveland-Area Case Study. Cleveland, Ohio: Citizens' Council for Ohio Schools, 1984.

Functional Literacy and the Workplace. Proceedings of a National Invitational Conference, May 6, 1983. Washington, D. C.: American Council of Life Insurance Education Services, 1983.

Goodlad, John I. A Place Called School: Prospects for the Future. St. Louis, Missouri: McGraw-Hill, 1983.

Hunter, Carman St. John and David Harmon. Adult Illiteracy in the United States. New York: McGraw-Hill, 1979.

Kaeser, Susan C. Citizen Guide to Children Out of School: The Issues, Data, Explanations, and Solutions to Absenteeism, Dropouts, and Disciplinary Exclusion. Cleveland, Ohio: Citizens' Council for Ohio Schools, 1984.

Kozol, Jonathan. Prisoners of Silence. New York: Continuum Publishing, 1980.

Lederman, Marie Jean, Susan Remmer Ryzewic and Michael Ribaudo. Assessment and Improvement of the Academic Skills of Entering Freshmen: A National Survey. New York: City University of New York, 1983.

National Alliance of Business. "Literacy in the Work Place," Work America, Vol. 1, No. 6, March, 1984.

National Commission on Excellence in Education. A Nation at Risk: The Imperative for Educational Reform. Washington, D. C.: Government Printing Office, 1983.

National Science Board Commission on Precollege Education in Mathematics, Science and Technology. Educating Americans for the 21st Century. Washington, D. C.: National Science Foundation, 1983.

Nieldon, Robert M. and Irwin H. Polishook. "Underpreparation and the University," The Chronicle of Higher Education, February 22, 1984.

Ohio Board of Regents. College and University Remedial Course Enrollments in Mathematics and English. Columbus, Ohio, 1984.

Ohio Department of Education. Education for Ohioans: Moving Toward Excellence. Columbus, Ohio, 1983.

Panel on Secondary School Education for the Changing Workplace of the National Academy of Sciences, the National Academy of Engineering and the Institute of Medicine. High Schools and the Changing Workplace: The Employer's View. Washington, D. C.: National Academy Press, 1984.

Park, Rosemarie J. "Overcoming the Illiteracy Barrier," Training and Development Journal, March, 1984.

Special Committee on Education. "You're the Teacher:" Community Assessment of the Basic Skills in the Cleveland Public Schools, 1982-83. Cleveland, Ohio: Federation for Community Planning, n. d.

Task Force on Education for Economic Growth. Action for Excellence: A Comprehensive Plan to Improve Our Nation's Schools. Denver, Colorado: Education Commission of the States, 1983.

Twentieth Century Fund. Report of the Twentieth Century Fund Task Force on Federal Elementary and Secondary Education Policy. New York, 1983.

Walton, Susan. "English Teachers' Panels Urge More Focus on 'True Literacy'," Education Week, April 18, 1984.

Williams, Roger M. "Illiterate? Who, Us?," Foundation News, January/February, 1983.

Youth Literacy Task Force. Literacy and New York City's High School Aged Youth. New York: New York City Public Schools, 1982.